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ABSTRACT

An overview of the development of education, training, and national educational reform plans in England is provided in this symposium paper. The following areas are described: governance, types of schools, higher and further education, grant maintained schools, national curriculum and examinations, the historical development and national standards for vocational education and training, and reform plans. Sixteen figures are included. (LMI)

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EDUCATION AND TRAINING IN ENGLAND

A REVIEW PAPER

Produced for Associated Oregon Industries

July 1991

by

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CONTENTS

SECTION		PAGE
INTRODUCTION		
1.	THE CURRENT LOCAL AUTHORITY SYSTEM	1
2.	TYPES OF SCHOOL	2
3.	POST 16 ORGANISATION	4
4.	GOVERNANCE OF SCHOOLS/COLLEGES	7
5.	GRANT-MAINTAINED SCHOOLS (GMS)	8
6.	EXAMINATIONS SYSTEM	9
7.	THE NATIONAL CURRICULUM	11
8.	HISTORICAL DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING	14
9.	THE EMERGENCE OF CONTEMPORARY FURTHER EDUCATION	16
10.	TRAINING AND ENTERPRISE COUNCILS	18
11.	NATIONAL VOCATIONAL QUALIFICATIONS (NVQ)	20
12.	CHARTER FOR VOCATIONAL EDUCATION AND TRAINING	24
13.	TRAINING CREDITS	25
14.	ACTION PLAN FOR 1991 AND BEYOND	27

Mid-Kent College

Introduction

This review has been produced for Associated Oregon Industries as part of the Summer 1991 International Education Symposium.

It is intended to provide an overview of the development of education and training in England and of national plans for reform and restructuring aimed at producing the educated and trained workforce needed for the nineties and beyond.

The aim is to provide delegates with a background to the presentations and discussion at the symposium and an emphasis has been placed on those areas thought to be of greatest interest.

Whilst the author has attempted to adopt American spelling, he cannot guarantee that the report has not ended up in Mid-Atlantic!

THE ENGLISH EDUCATION AND TRAINING SYSTEM

1. The Current Local Authority System

Public or State education in England has been delivered through Local Education Authorities (LEA's). The LEA's are part of the Local Authority system of local government with public funding being split between local and central government. A number of Local Authorities have or are in the process of celebrating a century of service to their local communities.

The communities may vary - some Local Authorities cover the metropolitan areas of major cities, whilst others cover whole Counties which may include cities. London is something of an exception with Local Authorities for thirteen inner London Boroughs and twenty outer London Boroughs. There were 104 LEAs but with the abolition of the Inner London Education Authority (ILEA) and other changes there are now 117.

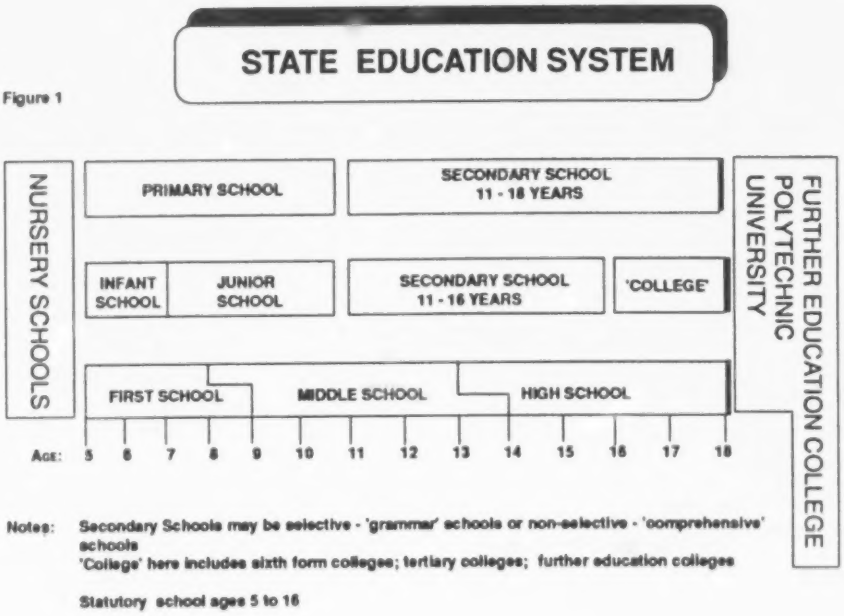
Each Local Authority has a duty to provide local education services through the LEA.

Central government funding of Local Authorities is made available through a Revenue Support Grant (RSG) and is based upon an assessment of the spending needed to provide a standard level of service and of the different costs incurred by different authorities. Aggregate Local Authority plans are considered at a national level as part of the annual public expenditure planning round. Central government then indicates the level of central grant to support local services including education. An indication is also given to each Local Authority of the level of related expenditure expected based on local taxes. Thus education is funded from both national and local taxation. The proportion of net expenditure covered by the central grant will vary from authority to authority but averages around 40%. Full-time state education in Britain is free up to age 19. For those on prescribed courses of higher education, tuition is paid along with a maintenance grant depending upon financial circumstances. For other courses LEAs may award discretionary grants.

2. Types of School

Figure 1 shows the general breakdown of state school types. Statutory schooling starts at the age of 5 and finishes at the age of 16.

Figure 1


STATE EDUCATION SYSTEM
NURSERY SCHOOLS
PRIMARY SCHOOL
SECONDARY SCHOOL
11 - 18 YEARS
INFANT SCHOOL
JUNIOR SCHOOL
SECONDARY SCHOOL
11 - 16 YEARS
'COLLEGE'
FURTHER EDUCATION COLLEGE
POLYTECHNIC
UNIVERSITY
FIRST SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL
AGE: 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Notes: Secondary Schools may be selective - 'grammar' schools or non-selective - 'comprehensive' schools
'College' here includes sixth form colleges; tertiary colleges; further education colleges
Statutory school ages 5 to 16

Primary schools covering the first five years of statutory education may be split into infant schools (5 and 6) and junior schools (7 to 11).

Secondary education begins generally at age 11. This used to be a selective process in which the highest achievers went to grammar schools, whilst the majority (typically more than 75%) went to secondary modern schools.

The 1944 Education Act also established a third type of secondary school - the technical school for those so biased. Technical schools were not established in any number and by the mid sixties there was a strong move away from the selective system with the establishment of 'all-ability' comprehensive schools.

However, the 1988 Education Reform Act introduced a new type of school - the City Technology College (CTC). The aim was to encourage the development of schools for 11 to 18 year olds in urban areas which offered

a broad curriculum with an emphasis on science and technology. They were intended to be independent of LEA control with major industrial and commercial support and sponsorship in addition to funding from central government. Initial plans were for 20 such schools to be established. Seven or eight schools have been or are in the process of being established.

Today most secondary, or high schools, are comprehensive in character, although pockets of selective grammar-school provision continue to exist and there is a resurgence of interest in them (see Examinations - section 6) and the academic standards which they enshrine. In 1990 there were 3976 secondary schools in England of which 3082 were comprehensive.

Special schools provide for children with special educational needs who cannot be educated satisfactorily in ordinary schools.

The 1988 Education Reform Act also relaxed earlier restrictions controlling entry to schools. This has given parents greater freedom of choice of school for their children.

In Britain some 7% of pupils attend private schools, known confusingly as 'public schools'.

Some statistics for English schools are given in Figure 2.

Figure 2

ENGLISH SCHOOL STATISTICS 1988-89

	Number of pupils 000 FTE	Pupil/ Teacher ratio	Expenditure per pupil (£)
Nursery	31	19.5	)
Primary	3,786	22.0	) 1104
Secondary	2,945	15.3	1696
Independent	551 7.3%		

3. Post 16 Organisation

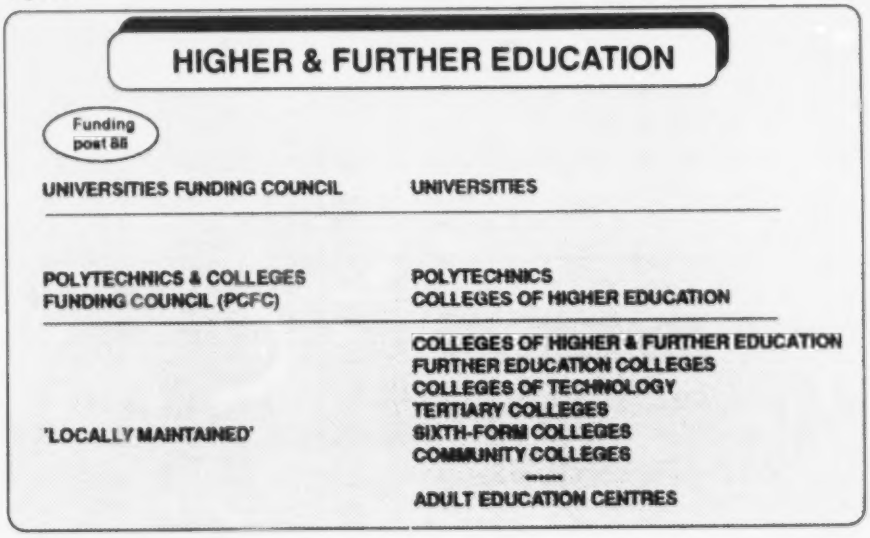
In institutional terms those wishing to remain in full-time education after the age of 16 may remain at school or transfer to an 11-18 school if their own caters only for 11-16; alternatively they may transfer to a sixth form college or to a tertiary college or further education college.

Sixth form colleges are specialised two year institutions catering for 16 and 17 year olds, often with an emphasis on the more academic curricula and entry to higher education although, as with most post 16 education, there is increasing diversity in the curriculum offered.

Tertiary colleges represent a manifestation of this broader approach whilst further education colleges (sometimes called colleges of technology) have traditionally offered a wide variety of curricula for school leavers and for all age groups post 16 and virtually all modes of attendance.

The term 'further education' has been used in the past to denote all post 16 education. More recently it has been used to denote all education post 16 up to degree entry standard or equivalent. Higher education is used to denote education to first degree level and above (see Figure 3, and section 11 on NVQ's).

Figure 3



Degree and postgraduate programs have been available largely through universities (including the Open University) and polytechnics with some degree work being provided through colleges of higher/further education. Polytechnics were originally established on the basis of more vocationally orientated programs and closer connection with industry and the world of work.

Polytechnics were originally funded through LEAs, but since 1988 have been incorporated as independent institutions operating under the aegis of a national funding council - the Polytechnics and Colleges Funding Council (PCFC).

The distinction between universities and polytechnics has become blurred over the last 25 years and the latest Government proposals will allow polytechnics to award their own degrees, as opposed to having them validated by the Council for National Academic Awards (CNAA), and to style themselves 'university' by 1993.

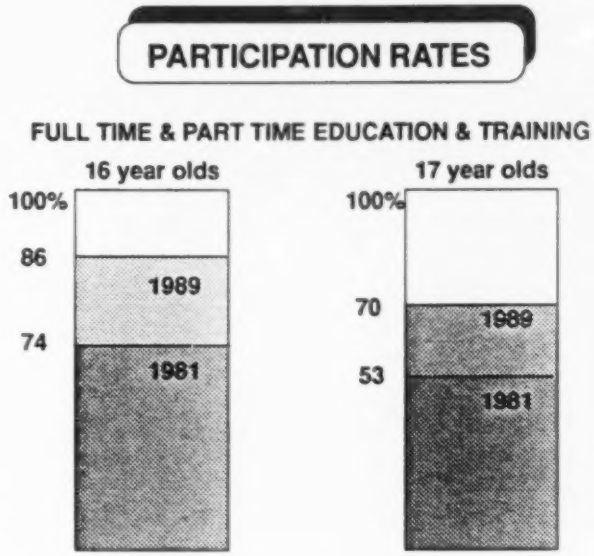
Post-16 student numbers, student/staff ratios and expenditure are given in Figure 4 and participation rates in Figure 5.

Figure 4

POST COMPULSORY EDUCATION

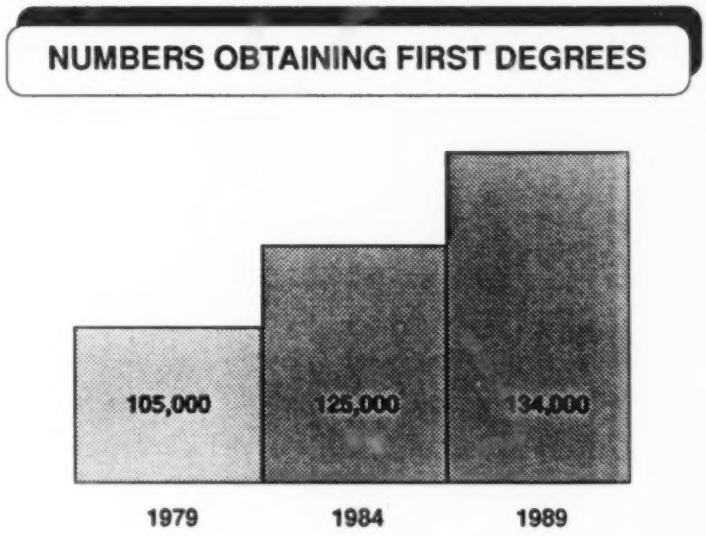
	Enrollment 000	% change - 10 years	Student/ staff ratio	Expenditure FTE student (£)
Further Education	1932	+ 23	11.3	2552
Polytechnics	556	+ 47	13.0	3356
Universities	447	+ 16	11.4	5719

Figure 5



The results of the drive to increase the numbers graduating are shown in Figure 6.

Figure 6



4. Governance of Schools/Colleges

Each school in England is run by a governing body made up of parents, teachers (including the Headteacher) and others drawn from the community. In colleges governing bodies vary in size from 10 to 25 members with at least 50% of the members representing employment interests and LEA membership limited to 20%.

Governors have delegated responsibilities for the effective management of the school or college, including control of the budget. Their powers are established in law and were strengthened by the Education Reform Act 1988 which introduced 'local management' of schools and colleges nationally. The Act also clarified the responsibility of the LEA for the strategic planning of educational provision in its area.

A rolling three year plan is formed together with a detailed annual program for each institution.

Once the level of central and local government funding for education is known, funds are allocated to schools and colleges by the LEA using a formula based largely on enrollment. In the case of colleges, the wide variety of programs and modes of attendance can result in complex formulae which may be used to steer provision between disciplines, modes of attendance and so on.

In practice the day to day running of the institution is the responsibility of the headteacher or college principal.

The Education Reform Act 1988 introduced 'local management' of schools and colleges in an effort to enable institutions to become more responsive to local needs and the wishes of parents, employers and other community interests.

The earlier dominance of governing bodies by Local Authority elected members or representatives was removed. However, many commentators noted the tension implicit in the new relationship which strengthened the strategic planning role of the LEA whilst giving new powers to governing bodies to control expenditure, staffing and other matters previously determined by the LEA (but see Grant-Maintained Schools - following).

5. Grant-Maintained Schools (GMS)

One of the major changes brought about by the 1988 Education Reform Act was the introduction of Grant-Maintained status for schools. This allows schools to 'opt out' of local authority control and be funded by direct grant from the Department of Education and Science nationally. 'Direct' funding is on the same basis as if the school had remained with the local authority but together with an element that would have been held back by the local authority for the provision of central services; in practice 'opted out' schools received an additional 15% in 1989/90.

Roughly 4250 secondary schools and 3300 primary schools were originally eligible to opt out, and a further 17500 primary schools with fewer than 300 pupils became eligible subsequently.

The governing body of a grant-maintained school becomes the owner of land, buildings and equipment. An Educational Assets Board is established to resolve disputes over property.

The governors have overall responsibility for every aspect of the school and its management including its budget and contracts of employment for the staff.

To obtain GM status a school must hold a ballot of parents on the question of whether to apply to the Secretary of State for Education.

A ballot must be held either if the governors pass a resolution to that effect at two separate meetings, or if at least 20% of parents sign a petition requesting the governors to hold one.

Following a majority vote of all eligible parents in favour, governors have 6 months to publish proposals and apply. Two months is allowed after application for objections to be made.

By 1 April 1991 there had been 194 ballots of which 148 voted to opt out. More than 62 schools are operating as GM schools with 28 having completed one school year.

The scheme has provided a revolutionary opportunity for schools to take charge of their own affairs and respond without mediation to the wishes of parents and other local interests.

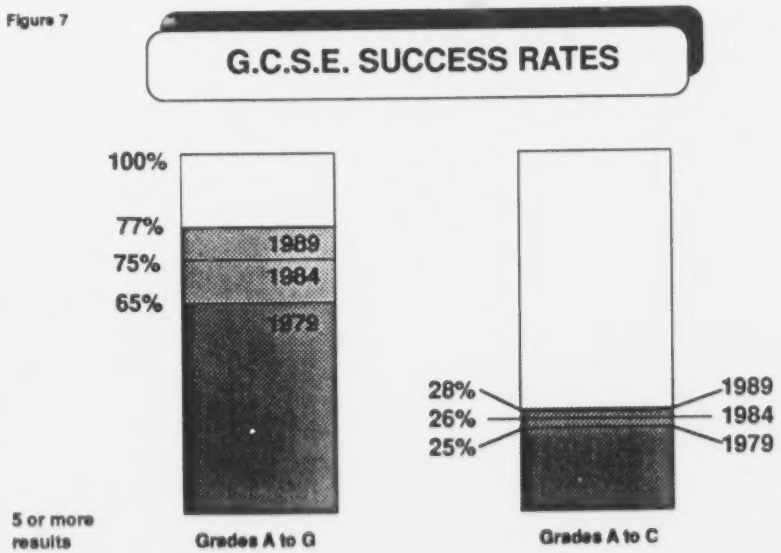
Clearly the matter of educational planning within local education authorities has been made more complex, including the question of reorganisation of schools.

6. Examinations System

In secondary schools the end of compulsory schooling at age 16 is marked by the General Certificate of Secondary Education examination (GCSE). The GCSE is, in reality, a combined curriculum and examination system. Teaching is spread over the two years from age 14 to a syllabus which conforms to national criteria. Assessment involves generally both coursework and a written examination at the end of the period.

The GCSE system represented a development from an earlier system which was split between a more testing General Certificate of Education (GCE) Examination and a Certificate of Secondary Education (CSE) Examination in which a CSE grade 1 result was often equated to to GCE grade C. Current success rates are shown in Figure 7.

Figure 7



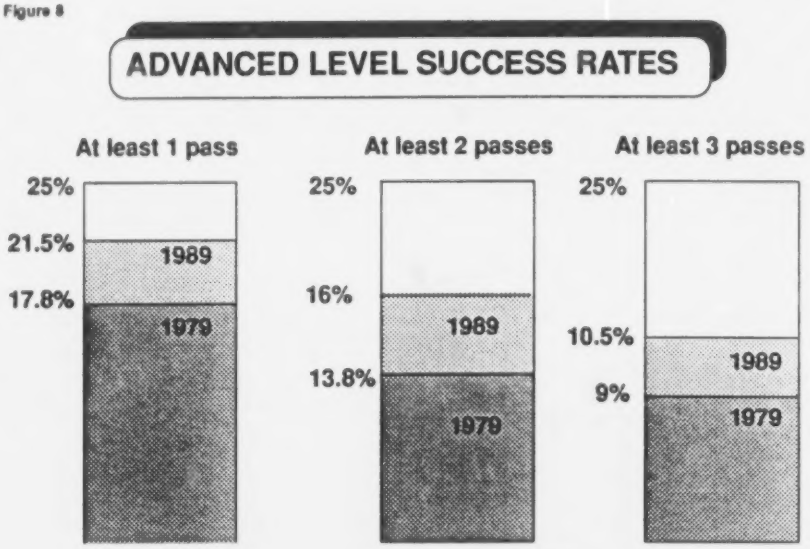
Examinations for the full-time 16 to 19 age group have traditionally been separated into academic and vocational.

The two year GCE Advanced Level examination at age 18 has been retained. It has been connected very much with entry to higher education, and is offered by a number of examining boards associated with universities.

It is seen by many as representing a 'gold standard' of academic excellence which has provided a university entry standard capable of 'sustaining' high quality 3 year degree programs with extremely low drop-out rates by international standards.

Critics of the A level examination point to the narrowness of the curriculum - students study typically two or three subjects, occasionally four, in considerable depth. Current success rates are shown in Figure 8.

Figure 8



Advanced Supplementary (AS) levels were introduced as a means of providing breadth - one AS level represents virtually half an A level program to the same depth. Students may take a combination of A and AS levels to obtain a broader education. The test of acceptability still lies very much with those involved in university entrance selection.

A number of one year 'academic' programs have been offered post-16, some concerned with securing improvement in GCSE performance; others with pre-vocational programs for those requiring a broader base upon which to make a decision about further study or a career.

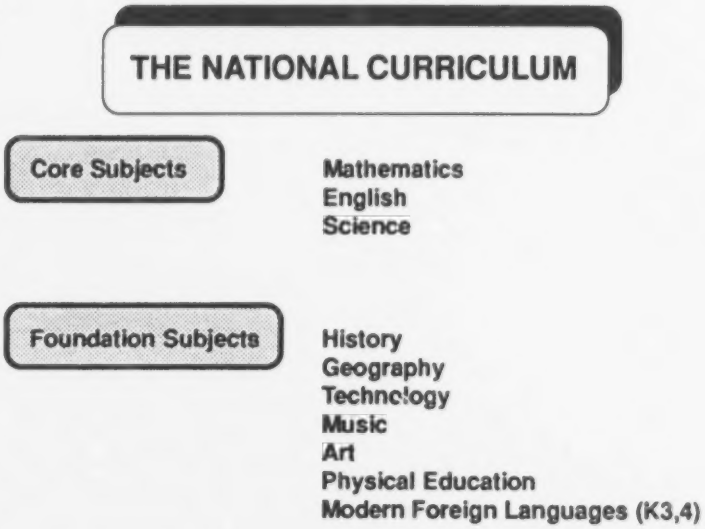
Examinations for vocational programs are offered by a large number of bodies such as the Business and Technician Education Council (BTEC), the City and Guilds of London Institute (CGLI) and Royal Society of Arts (RSA) (see section on national vocational qualifications).

Programs leading to vocational examinations have been offered largely through the further education colleges. Recent developments have spurred the extension of these programs into schools, often on a franchised basis with a local college.

7. The National Curriculum

Until 1988 there had been no set national curriculum for schools. A new era began in 1988 with the Education Reform Act (ERA 88). For the first time all state schools in England and Wales were required by law to provide for a balanced and broadly-based curriculum which would prepare young people for the opportunities, responsibilities and experiences of adult life. Figure 9 shows the subjects of the new curriculum.

Figure 9



Four key stages were established relating to the age ranges 5 to 7, 7 to 11, 11 to 14 and 14 to 16. Key stage 4 will embrace the GCSE system described above.

The Act (ERA 88) established two national councils for England - the National Curriculum Council (NCC) and the School Examinations and Assessment Council (SEAC) to oversee the development and review of the curriculum and examinations and assessment.

The Act requires the specification for each subject of attainment targets, programs of study and assessment arrangements (see Figure 10).

Figure 10

NATIONAL CURRICULUM

Attainment Targets

Knowledge, Skills and Understanding expected by the end of each key stage

Programmes of Study

Matters, Skills and Processes required to be taught during each key stage

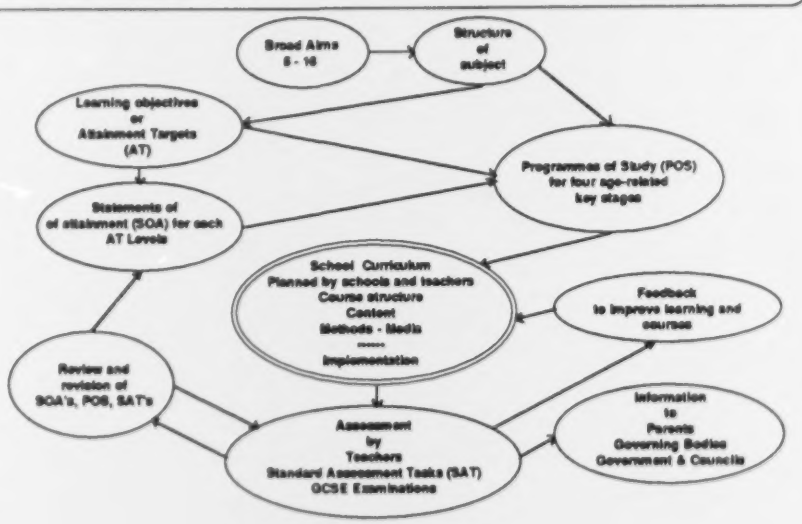
Assessment

Arrangements for assessing achievement in relation to the attainment targets at/near the end of each key stage

The organisation and teaching of the curriculum is for schools to determine. Figure 11 shows a model of the overall process.

Figure 11

EXAMPLE OF A SUBJECT CURRICULUM SYSTEM


Broad Aims 5 - 16
Structure of subject
Learning objectives or Attainment Targets (AT)
Programmes of Study (POS) for four age-related key stages
Statements of of attainment (SOA) for each AT Levels
School Curriculum Planned by schools and teachers Course structure Content Methods - Media ----- Implementation
Feedback to improve learning and courses
Review and revision of SOA's, POS, SAT's
Assessment by Teachers Standard Assessment Tasks (SAT) GCSE Examinations
Information to Parents Governing Bodies Government & Councils

Ranges of attainment by key stage are shown in figure 12 and the implementation schedule in Figure 13.

Figure 12

RANGES OF ATTAINMENT BY KEY STAGE

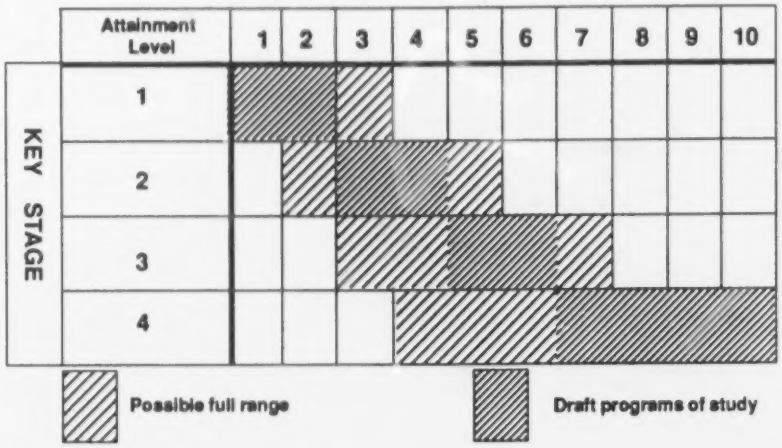


Figure 13

NATIONAL CURRICULUM TIMETABLE

Original schedule for the introduction of attainment targets and programmes of study

Key stage Age range	1 5 - 7	2 7 - 11	3 11 - 14	4 14 -16
Subject				
Mathematics & Science	1989	1990	1989	1992
English	1989	1990	1990	1992
Technology	1990	1990	1990	1993
History & Geography	1991	1991	1991	1994
Art, Music & PE	1992	1992	1992	1995

A substantial effort has been made nationally to produce the necessary study program materials. The speed of implementation has, on occasion, led to problems of phasing between the availability of those materials and the curriculum development process in schools. Early experience has been gained with the testing of 7 year olds in key stage 1. It has become clear that simplification of the standard assessment tasks (SATs) for that age group is required if the teaching program is not to be seriously disrupted.

8. Historical Development of Vocational Education and Training (VET)

In the United Kingdom the demands of industrialisation in the nineteenth century spurred the development of so called mechanics institutes which had roots that could be traced back to the medieval craft guilds.

Ironically industrial pre-eminence at that time led the British educational system to see little need for the incorporation of scientific and technical studies into mainstream education. This was in sharp contrast to developments on the continent of Europe in which the new industrial and technological needs of society were being recognised, appropriate restructuring undertaken and new technological education and training systems created.

Whilst many Local Authorities in Britain had made some provision for technical education in the earlier part of this century, the status of science, technical and commercial studies was never secure.

In Britain, as in the United States, there was fierce controversy at that time regarding the interpretation of these new 'vocational' developments. Efforts were made to confront the issues of the relationship between traditional 'liberal' education on the one hand and technical and practical training on the other.

In Britain, by 1944, the need was recognised for a statutory requirement to be placed on Local Authorities to provide vocational education and training. As a consequence vocational education and training (VET) provision increased greatly in the immediate post-war years but it was still largely of low status and separated from academic or liberal studies.

In the 1960s an attempt was made to create new courses for technicians and craftsmen and increase the number of young employees attending day release classes in an effort to meet new demands.

Also at that time, the Industrial Training Act of 1964 recognised that for training to be effective it could not be left to the voluntary provision of industry. The Act empowered the creation of Industrial Training Boards (ITBs) which were responsible for ensuring that training provided was adequate to meet industrial needs. Training under the ITBs took place partly in industry and partly in colleges. By 1969 there were 27 Industrial Training Boards covering 15 million employees and levying hundreds of millions of pounds from employers for use as training grants.

By 1973 there was growing concern that not all Industrial Training Boards were as effective as had been hoped for and in 1974 the Government established the Manpower Services Commission (MSC) to run the Public Employment.

and Training Service. The MSC was renamed the Training Agency in 1988 and more recently has become the Training, Enterprise and Education Directorate of the Department of Employment. In its 1977 review it set itself five main tasks. They were: to contribute to efforts to reduce unemployment and raise employment; to develop the country's manpower resources so that they made a fuller contribution to the nation's economic health; to help secure for each worker the opportunities needed to achieve a satisfactory working life; to improve the quality of decisions affecting manpower and to improve the effectiveness of the MSC itself. By 1978-9 the MSC's budget had reached £643 million a year. The MSC fuelled a remarkable expansion of activities using its extensive autonomy.

By the end of the 1970s a further education system had been developed within the then 104 Local and Urban Authorities which was delivered largely through approximately 500 local colleges and attracted more than 2 million enrollments a year.

9. The Emergence of Contemporary Further Education

By 1980 the effect of major economic challenges had been recognised and the need articulated for a more flexible and responsive national education and training system.

The work of government central policy and review staff became enshrined and developed in a series of major initiatives during the decade.

The Manpower Services Commission became the principal agency through which many of the vocational education and training developments were delivered.

The New Training Initiative in 1981 set national objectives for securing

- better preparation in schools and colleges for working life and better arrangements for the transition from full-time education to work
- the modernisation of training in occupational skills with training to agreed standards and removal of age and time-serving limitations
- wider opportunities for adults to acquire and improve their skills

During this period employer organisations began asking questions about the relevance of the VET system and the Government Audit Commission began to examine in some detail the costs of the FE system and made a number of recommendations to the Government for improving the efficiency and effectiveness of colleges of FE.

The Youth Training Scheme (YTS) developed in 1981 offered initially a one year training and work experience program for 16 to 18 year olds not in full-time education. The program offered particular opportunities for young unemployed people and carried a training allowance of £28 a week. The scheme developed into a two year national training program which was the first in the country to insist on broader skills development including computer literacy and information technology as part of a core area within the program.

The Scheme promoted the establishment of a network of 'managing agents' a minority of which were colleges or other public sector organisations.

Under its new banner of Youth Training the scheme is seen as providing a framework for the delivery of modernised vocational education and training with a new upper age limit of 25.

A 'Technical and Vocational Education Initiative' (TVEI) was developed in 1983/5 which, in broad terms, introduced technical and vocational relevance to the school curriculum for all on the basis of bids by Local Education Authorities.The initiative strengthened technical and vocational elements and added a work-related experience and careers guidance in secondary school programs and assisted with the purchase of computing and other IT equipment in schools. The scheme has served to strengthen the links between schools and colleges and improve curricular coherence.

In 1986-87 the Manpower Services Commission's expenditure had grown to some £3000 millions a year. In addition to the development of its own service it was financing 25% of vocational education and training provided in colleges and making a substantial contribution to the Youth Training Scheme and to the Technical and Vocational Education Initiative (TVEI).

In its 1987-1991 Corporate Plan the Commission redefined its role as fostering the creation of a better trained and more adaptable workforcesupporting employment growth and job creation; continuing to encourage thedevelopment of enterprise; improving the functioning of the labour market assisting back into employment those people who had been out of work for a long time or who because of their sex, ethnic origin or disability had difficulty in obtaining suitable work or training.

Since 1990 much of the work of the MSC, or Training Agency as it came to be known, has been taken over at a local level by Training & Enterprise Councils.

10. Training & Enterprise Councils

By 1988 it was recognised that a new impetus had to be given to the process of change in the face of three powerful forces which were fundamentally altering the employment scene within Britain, namely demographic changes in which the number of 16 year olds was projected to fall over five years by 25%; global competitive forces including the effects of the single European market in 1992 and of course the emergence of powerful economies in South East Asia and the changing nature of employment itself.

A new framework was established in 1989/90 which operates at three different levels; the national level, at industry level and at the local level. At national level the main task was to develop policies for promoting training and push forward their implementation. In order to involve employers more closely in the developments a National Training Task Force was established with twelve members, two-thirds of whom are leading figures in industry and commerce.

At industry level the main task was to set standards and to monitor the quality of the training provided by employers. Lead Industry Bodies and a National Council for Vocational Qualifications (section 11) were established to play a leading role in that process.

At a local level, new organisations called Training and Enterprise Councils (TECs) were set up. The Councils are established to contract with Government to plan and oversee the delivery of training and to promote and support the development of small businesses and self-employment within their area.

There are eighty two TECs in England and Wales with a further twenty in Scotland. The fundamental aim of every Training and Enterprise Council is to foster economic growth and contribute to the regeneration of the community it serves. They focus on strengthening the skill base and assisting local enterprise to expand and compete effectively.

The TEC's role is to provide local delivery of training to national standards and take over Training Agency programs including the Youth Training Scheme and Employment Training for unemployed people, ensuring that employers' own training efforts are of the scale and quality required to meet the needs of the local labour market. Their agenda also includes working with schools and colleges in improving skills and smoothing the transition from school to work.

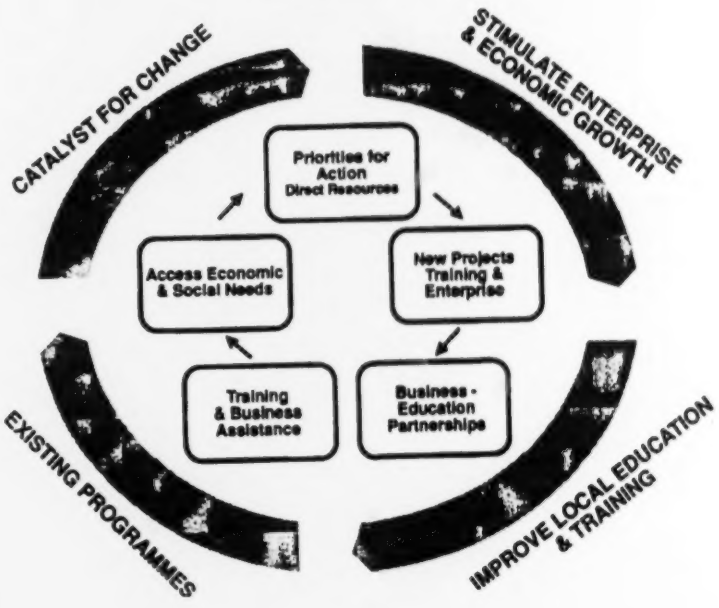
Training and Enterprise Councils are independent companies and not part of Local Government. At least two-thirds of the Training and Enterprise

Council Board are private sector employers who are Chairmen, Chief Executives or the top operational managers at local level of major companies. They are Directors of the TEC in their own right and not representatives of an employer organisation. TECs have a controlling board of between 9 and 15 people, an average of fifty staff and budgets typically in the order of £30,000,000.

The approach and activities of TECs vary from region to region. The challenges which they face are considerable given the absence of a statutory basis for levying funds along the lines of the French/German chambers of commerce.

Considerable progress has been made in a number of areas and a powerful new voice for employment interests in government circles established through the influential TEC chairmen's group.

TEC ACTIVITIES


CATALYST FOR CHANGE
STIMULATE ENTERPRISE & ECONOMIC GROWTH
IMPROVE LOCAL EDUCATION & TRAINING
EXISTING PROGRAMMES
Priorities for Action Direct Resources
New Projects Training & Enterprise
Business - Education Partnerships
Training & Business Assistance
Access Economic & Social Needs

11. National Vocational Qualifications (NVQs)

The system of certification and assessment which had grown up over more than 150 years was seen to be extremely complex and confusing for users. The system had three main parts:

- educational validating and examining bodies including the Business & Technician Education Council (BTEC), the City & Guilds of London Institute (CGLI), Royal Society of Arts (RSA) and the Regional Examining Bodies which issued more than 1.5 million awards annually
- 250 or so professional examining bodies, including old established and chartered bodies and newer, non-chartered bodies
- more than 120 other standards setting bodies with arrangements for certifying competence in vocational skills such as the Industrial Training Boards

The need was recognised in 1985 for a more coherent 'user-friendly' system which would provide/encourage:

- individual achievement certified by one body or part of the system to be recognised by other parties or parts of the system
- testing of skills and competence as well as knowledge and understanding
- recognition of learning achieved outside formal education and training situations
- flexible patterns of attendance and learning

A review group report in 1986 resulted in the establishment in 1987 of a National Council for Vocational Qualifications (NCVQ) tasked with establishing a coherent national framework for vocational qualifications and to relate those qualifications to the standards required for occupational competence.

The NCVQ is not an awarding body but works with and through the established examining and awarding bodies to secure reform and development.

More than 160 Lead Industry Bodies have been set up involving employers and others in recognised sectors in drawing up agreed national standards of

occupational competence. The new National Vocational Qualifications (NVQs) are based upon these standards.

Five levels of national vocational qualifications have been defined for guidance:

- **Level 1:** competence in the performance of a range of varied work activities, most of which may be routine and predictable.

- **Level 2:** competence in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

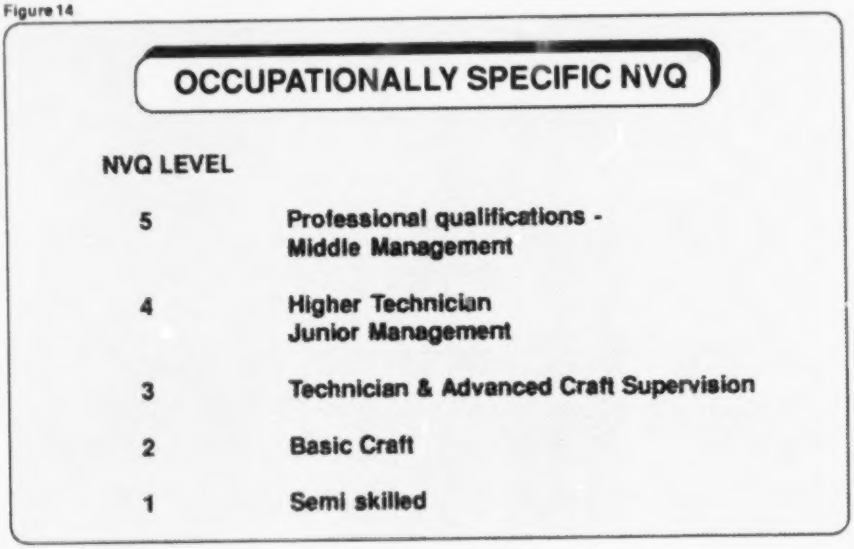
- **Level 3:** competence in a broad range of varied work activities performed in a wide variety of contexts and most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

Level 4: competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of other and the allocation of resources is often present.

- **Level 5:** competence which involves the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

See also Figure 14.

Figure 14



NVQs are made up of separately accredited units of competence which state the range and standards of competence to be demonstrated. Units are, in turn, made up of groups of elements of competence. NVQs may involve anything from 5 to 20 units depending on the nature and scope of the work to which they refer, with roughly 4 or 5 elements of competence for each unit.

NVQ's aim to remove barriers to learning and qualifications - there are no unnecessary entry requirements, no prescribed method of delivery, no time limits for achievement and no age limits.

NCVQ's primary objective now is the completion of the National Framework for vocational qualifications for Levels 1 to 4 by the end of 1992 when there will be over 800 accredited NVQs; up from the present 250.

Development work on Level 5 NVQs is beginning and involving increasing numbers of professional bodies.

A system of general NVQs (GNVQ) is likely to be introduced in the not too distant future to embrace education and foundation programs related to vocational areas (see Figure 15, and section 14 - new diplomas).

Figure 15

Academic	General NVQ	NVQ Level	Occupationally Specific NVQ
	Vocationally-related post graduate qualification	5	Professional Qualification Middle Management
Degree	Vocationally-related degrees/Higher National Diplomas	4	Higher Technician Junior Management
GCE Advanced/AS Levels	Vocationally-related National Diplomas Advanced craft preparation	3	Technician & Advanced Craft Supervision
GCSE	Broad-based Craftsman foundation	2	Basic craft
National Curriculum	Pre-vocational certificates	1	Semi-skilled

A national database has been established containing details of all current NVQs and how they are made up.

A national record of NVQ's achievement is used to plan and record achievement. It records prior achievements in education, training, work and leisure; includes an action plan detailing targets, including NVQs and the qualifications required; provides an assessment record charting progress towards the action plan targets; includes certificates on achievements within the system.
The new system provides many challenges and opportunities for colleges, not least in the development of improved services for assessment, including workplace assessment; accreditation of prior experience and learning; careers guidance and counselling; also the modularisation of curricula with improved access and use of flexible teaching/learning methods.

12. Charter for Vocational Education and Training

In 1988 the Confederation of British Industry established a Task Force on vocational education and training in response to employer concern about the threat posed by growing skills shortages.

In 1989 they published a wide-ranging and influential set of radical reform proposals aimed at government, employers, educational and professional interests and Training and Enterprise Councils.

They called for

- world-class attainment targets and an end to the practice of employing 16 to 18 year olds without structured training. Targets would include all young people reaching at least Level 2 of the National Vocational Qualifications System by 1995 and half attaining Level 3 or its academic equivalent by the year 2000.

- 'careership' proposals which increase personal and employer attention to individual motivation and achievement through personal guidance and profiling, financial incentives providing real buying power and influence in a new education and training market, and broad-based learning embracing core elements defined as values and integrity; effective communication applications of numeracy; applications of technology; understanding of work and the world; personal and interpersonal skills, problem-solving; positive attitudes to change

- employers to become 'Investors in Training' by adopting best practice involving a clear view of the future, an appreciation of organisational and human strengths and values, and a commitment to securing the skills base for the 1990s and beyond.

- the creation of a real market for training by channelling public funding for part-time education and training through a credit system to individual young people rather than to providers.

Many of the CBI's recommendations have been taken up by government and training credits are being piloted in 11 TEC areas at present (see section

13) and feature in the latest national action plan (see section 14).

13. Training Credits

A Training Credit is a voucher with a monetary value which may be used to purchase education and training to approved standards by 16 and 17 year olds leaving full-time education to join the labour market.

Training credits are designed to:

- stimulate individuals to train
- make training reflect the choices and decisions of young people and their employers; and
- create a more efficient and responsive market in training.

The 1990 launch was followed by the establishment of 11 pilot schemes in 1991 making credits available to about 10% of the target group nationally.

Two of the pilots offer credits to young people training in priority sectors whilst the others are open to training in all sectors.

Credits are worth, typically, from £800 to £3000 depending upon the complexity and cost of the training program required for a particular occupational area and level.

The schemes are being run locally by Training and Enterprise Councils with enhanced careers guidance and using Approved Training Providers to organise and deliver the training. Delivery of training will begin in earnest in September 1991.

An element of output-related funding may be incorporated; for example retention by the TEC of 10% of funding until the qualification has been achieved.

Approved Training Providers must satisfy criteria for approval relating to: Training Standards; Quality Management; Recruitment, Selection and Competence of Staff; Equal Opportunities Policy; Health, Safety and Suitability of Premises and Equipment; Financial Viability; Training Needs Analysis; Quality Assurance.

A second phase of the scheme has just been launched with the aim of making credits available to a further 10% in other areas as part of a program to offer a training credit to all 16 and 17 year olds leaving full-time education by 1996.

Funding for the scheme is in three parts: funds made available to the TEC for Youth Training; funds which would otherwise have been made available to

colleges for part-time provision for the age-group; additional funds.

This revolutionary scheme will clearly empower the student to make choices not previously open to him/her. It will create a new market in which private providers will be stimulated to engage and in which the public sector colleges will have to compete. The incorporation of colleges described in the latest action plan for education and training (section 14) will complete the process of change. Only those colleges which seize the opportunities presented will thrive in this particular market.

14. Action Plan for 1991 and Beyond

In May 1991 the Government published its latest plans to improve and develop the education and training system for 16 to 19 year olds.

It recognises the need to provide increased opportunities and incentives for young people to reach higher levels of attainment if Britain is to remain competitive in world markets.

Seven new developments are proposed:

1. **National Vocational Qualifications (NVQs)** are to be introduced as fast as possible. A comprehensive framework of NVQs is to be in place by the end of 1992 covering 80% of the working population (levels 1 to 4 in all major sectors of employment.

   Colleges and schools may be required to offer only NVQs to students pursuing vocational options.

   General Certificate of Education (GCE) Advanced Level and Advanced Supplementary Level syllabuses will be strengthened to reflect developments in pre-16 education.

2. **New Diplomas** will be developed to record achievement in both academic and vocational qualifications. This is aimed at securing equal recognition and parity of esteem for academic and vocational qualifications.

   Schools will be encouraged to offer more vocational qualifications and be allowed to admit part-time and adult students into their sixth forms and charge fees. This will allow the use of 'spare' capacity and remove unnecessary restrictions on where courses are provided and for whom.

3. **Employer Influence** on the education system will be extended through Training & Enterprise Councils. Extra responsibilities will include working with the guidance services, running the training credits scheme across the nation, working with the new funding council for further education (para 7 below) and representation on college governing bodies.

4. **Training Credits** will be extended to all 16 and 17 year olds leaving full-time education (see section 13).

5. **Careers Advice** and vocational work in schools will be strengthened

and the Careers Service brought closer to employers.

6. **Attainment levels** and motivation are to be raised by a variety of complementary measures including:

   (a) a nationwide extension of the Compacts/Education-Business Partnership approach

   (b) incentives for TECs and colleges to offer more opportunities to reach higher level NVQs

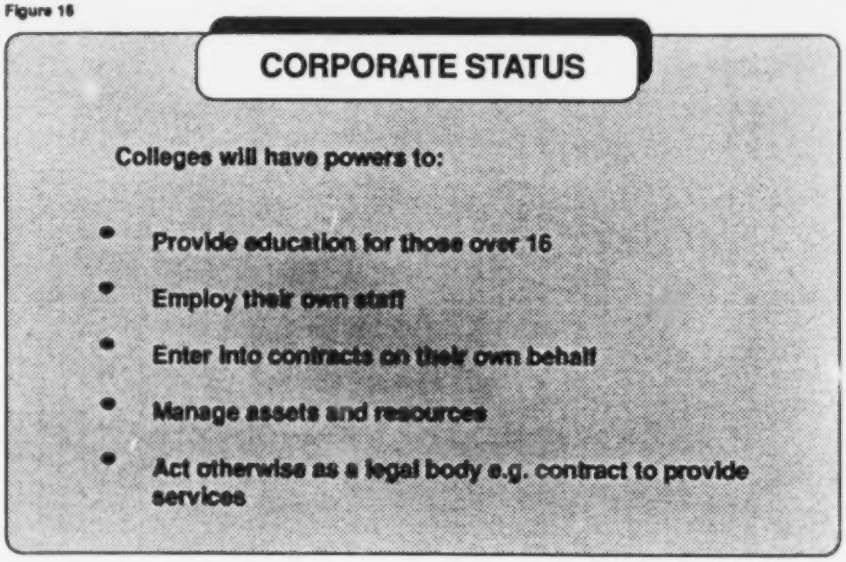
   (c) the Confederation of British Industry (CBI) initiative on training targets for employers

   (d) pay progression related to skills acquisition

7. **Further education** and sixth form colleges will be removed from local education authority control and become corporate bodies. They will operate under a new national funding council with a system of funding which will reward expansion.

Figure 16 below outlines some of the new powers which colleges will acquire.

Figure 16


CORPORATE STATUS
Colleges will have powers to:
Provide education for those over 16
Employ their own staff
Enter into contracts on their own behalf
Manage assets and resources
Act otherwise as a legal body e.g. contract to provide services